



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2009  
Code: 11331340  
SAU: Poland School Department  
School: Poland Community School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9

# SUMMARY OF SCORES

Test Date: March 2009

Grade: 6

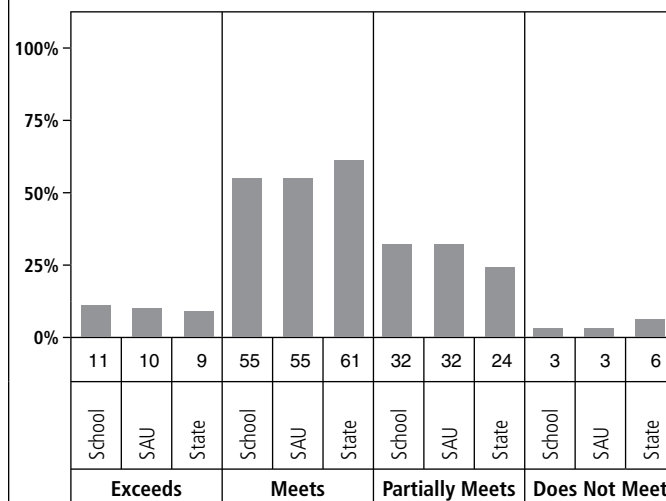
SAU: Poland School Department

School: Poland Community School

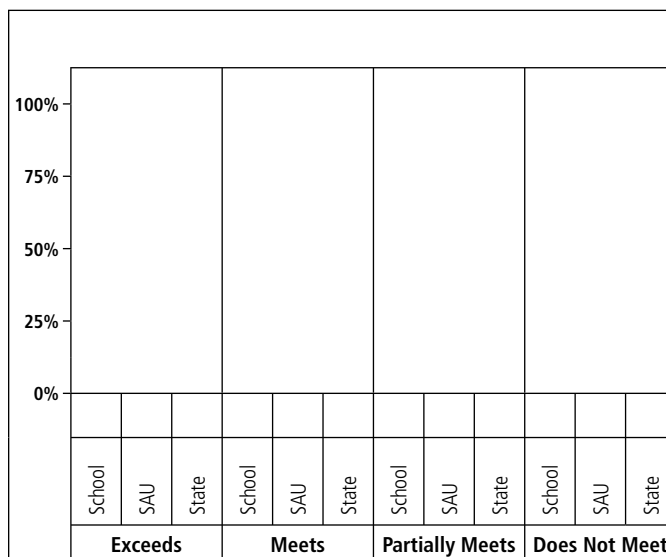
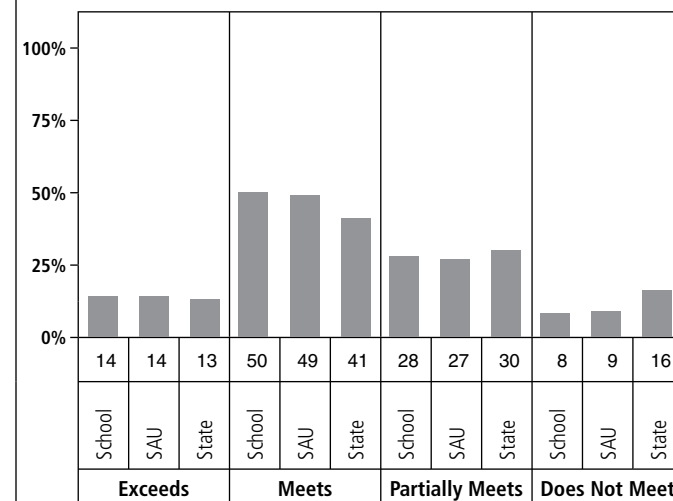
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	646	645	646
2007–2008	648	648	648
<b>2008–2009</b>	<b>647</b>	<b>647</b>	<b>647</b>
Cum. Avg.*	647	647	647
<b>Mathematics</b>			
2006–2007	642	642	643
2007–2008	642	642	642
<b>2008–2009</b>	<b>646</b>	<b>645</b>	<b>643</b>
Cum. Avg.*	644	643	643

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
 Grade: 6  
 SAU: Poland School Department  
 School: Poland Community School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		SAU		State		ELA-Reading						Mathematics						School		SAU		State	
	n %		n %		n %		n %		n %		n %		n %		n %		n %		n %		n %		n %	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	76	100	77	100	14251	100	76	100	77	100	14150	99	76	100	77	100	14156	100						
<b>Ethnicity</b> African American/Black	2	3	3	4	421	3	2	100	3	100	412	98	2	100	3	100	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	0	0	0	0	212	1	0	0	0	0	210	99	0	0	0	0	212	100						
Hispanic	0	0	0	0	181	1	0	0	0	0	177	98	0	0	0	0	178	99						
Caucasian/White	74	97	74	96	13309	93	74	100	74	100	13224	100	74	100	74	100	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	11	14	12	16	2468	17	11	100	12	100	2423	99	11	100	12	100	2426	99						
<b>Current LEP</b>	0	0	0	0	341	2	0	0	0	0	330	97	0	0	0	0	338	99						
<b>Economically disadvantaged</b>	21	28	21	27	5780	41	21	100	21	100	5724	99	21	100	21	100	5725	99						
<b>Migrant</b>	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n %		n %		n %		n %		n %		n %		n %		n %		n %	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	46	61	46	60	11369	80	46	61	46	60	11373	80						
Identified disability (PET/IEP)	1	2	1	2	355	3	1	2	1	2	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	0	0	0	0	172	2	0	0	0	0	175	2						
<b>Participation with accommodations</b>	30	39	31	40	2594	18	30	39	31	40	2605	18						
Identified disability (PET/IEP)	10	33	11	35	1881	73	10	33	11	35	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	20	67	20	65	519	20	20	67	20	65	532	20						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	187	1	0	0	0	0	178	1						
Identified disability (PET/IEP)	0	0	0	0	187	100	0	0	0	0	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	26	0	0	0	0	0	25	0						
<b>Non-participation – other</b>	0	0	0	0	75	1	0	0	0	0	70	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 6  
SAU: Poland School Department  
School: Poland Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	2	3	2	3	1132	8
	2007-2008	4	8	4	7	1817	13
	<b>2008-2009</b>	<b>8</b>	<b>11</b>	<b>8</b>	<b>10</b>	<b>1309</b>	<b>9</b>
	Cum. Total*	14	7	14	7	4258	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	46	67	46	66	8127	57
	2007-2008	38	72	39	72	8072	57
	<b>2008-2009</b>	<b>42</b>	<b>55</b>	<b>42</b>	<b>55</b>	<b>8564</b>	<b>61</b>
	Cum. Total*	126	64	127	63	24763	59
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	14	20	14	20	3549	25
	2007-2008	5	9	5	9	3194	23
	<b>2008-2009</b>	<b>24</b>	<b>32</b>	<b>25</b>	<b>32</b>	<b>3291</b>	<b>24</b>
	Cum. Total*	43	22	44	22	10034	24
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	7	10	8	11	1478	10
	2007-2008	6	11	6	11	981	7
	<b>2008-2009</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>799</b>	<b>6</b>
	Cum. Total*	15	8	16	8	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	33.6	60.0	33.4	59.6	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.8	59.0	11.7	58.5	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	21.8	60.6	21.6	60.0	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 6  
 SAU: Poland School Department  
 School: Poland Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	76	8	11	42	55	24	32	2	3	647	77	10	55	32	3	647	13963	9	61	24	6	647
<b>Ethnicity</b>																						
African American/Black	2										3						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	0										0						206	18	56	20	6	649
Hispanic	0										0						174	5	55	33	7	644
Caucasian/White	74	8	11	40	54	24	32	2	3	647	74	11	54	32	3	647	13055	9	62	23	5	647
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	0	0	1	9	9	82	1	9	635	12	0	8	83	8	635	2236	1	30	48	22	637
No	65	8	12	41	63	15	23	1	2	649	65	12	63	23	2	649	11727	11	67	19	3	649
<b>Current LEP</b>																						
Yes	0										0						322	2	39	37	21	638
No	76	8	11	42	55	24	32	2	3	647	77	10	55	32	3	647	13641	10	62	23	5	647
<b>Economically disadvantaged</b>																						
Yes	21	1	5	8	38	11	52	1	5	642	21	5	38	52	5	642	5617	4	54	33	9	643
No	55	7	13	34	62	13	24	1	2	649	56	13	61	25	2	649	8346	13	66	17	3	650
<b>Migrant</b>																						
Yes	0										0						4					
No	76	8	11	42	55	24	32	2	3	647	77	10	55	32	3	647	13959	9	61	24	6	647
<b>Gender</b>																						
Female	39	7	18	20	51	12	31	0	0	649	39	18	51	31	0	649	6743	13	63	20	4	649
Male	37	1	3	22	59	12	32	2	5	645	38	3	58	34	5	645	7220	6	60	27	7	645
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	17	0	0	6	35	10	59	1	6	639	17	0	35	59	6	639	1408	4	41	43	12	641
No	59	8	14	36	61	14	24	1	2	649	60	13	60	25	2	649	12555	10	64	21	5	648
<b>Gifted/talented program</b>																						
Yes	8	2	25	6	75	0	0	0	0	657	8	25	75	0	0	657	636	39	59	2	0	659
No	68	6	9	36	53	24	35	2	3	646	69	9	52	36	3	646	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: Poland School Department

School: Poland Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	1	33	1	33	1	33	637	4	0	33	33	33	637	6	5	47	32	16	642
B. less than one hour	51	6	16	21	55	10	26	1	3	649	52	15	54	28	3	648	59	9	62	24	5	647
C. one to two hours	42	2	6	19	61	10	32	0	0	647	41	6	61	32	0	647	32	11	64	21	4	648
D. more than two hours	3	0	0	0	0	2	100	0	0	636	3	0	0	100	0	636	3	10	50	26	13	644
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	26	7	37	9	47	3	16	0	0	656	27	35	45	20	0	655	31	17	66	14	3	651
B. good	45	1	3	23	70	8	24	1	3	646	44	3	70	24	3	646	48	8	64	23	5	647
C. fair	26	0	0	8	42	10	53	1	5	641	25	0	42	53	5	641	18	2	48	40	10	641
D. poor	4	0	0	1	33	2	67	0	0	638	4	0	33	67	0	638	2	1	34	47	18	638
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	43	4	13	20	63	8	25	0	0	649	43	13	63	25	0	649	38	13	65	18	3	650
B. They match some of what I have learned.	51	3	8	20	53	13	34	2	5	646	51	8	53	34	5	646	49	8	63	24	5	647
C. They match just a little of what I have learned.	5	1	25	1	25	2	50	0	0	645	5	25	25	50	0	645	10	5	48	36	11	642
D. There is no match.	0										1	0	0	100	0	632	3	3	35	38	24	639
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	15	0	0	5	45	6	55	0	0	643	16	0	42	58	0	643	16	7	52	30	11	644
B. about the same as my regular schoolwork	65	6	13	29	60	13	27	0	0	648	64	13	60	27	0	648	66	10	64	22	4	648
C. easier than my regular schoolwork	20	2	13	7	47	4	27	2	13	647	20	13	47	27	13	647	17	11	61	22	5	648
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	11	0	0	1	13	7	88	0	0	640	12	0	11	89	0	639	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	53	3	8	24	62	11	28	1	3	646	52	8	62	28	3	646	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	36	5	19	16	59	5	19	1	4	651	36	19	59	19	4	651	35	16	67	14	3	651
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	53	4	10	23	59	11	28	1	3	648	53	10	59	28	3	648	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	45	4	12	17	52	11	33	1	3	646	45	12	52	33	3	646	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	1	0	0	1	100	0	0	0	0	652	3	0	50	50	0	642	3	3	53	29	15	642
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	26	4	21	8	42	6	32	1	5	648	25	21	42	32	5	648	23	15	65	16	4	650
B. 20 minutes to an hour	58	4	9	26	60	12	28	1	2	648	57	9	60	28	2	648	49	10	64	22	4	648
C. less than 20 minutes	3	0	0	1	50	1	50	0	0	643	3	0	50	50	0	643	11	6	58	29	7	645
D. I rarely read at home.	14	0	0	6	60	4	40	0	0	643	15	0	55	45	0	642	17	2	51	36	11	642
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	100	0	0	1	100	0	0	0	0	646	50	0	100	0	0	646						
C.	0										50	0	0	100	0	632						
D.	0										0											

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 6  
SAU: Poland School Department  
School: Poland Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	9	13	9	13	2092	15
	2007-2008	6	11	6	11	1474	10
	<b>2008-2009</b>	<b>11</b>	<b>14</b>	<b>11</b>	<b>14</b>	<b>1807</b>	<b>13</b>
	Cum. Total*	26	13	26	13	5373	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	32	46	32	46	5731	40
	2007-2008	23	43	23	43	6008	43
	<b>2008-2009</b>	<b>38</b>	<b>50</b>	<b>38</b>	<b>49</b>	<b>5662</b>	<b>41</b>
	Cum. Total*	93	47	93	46	17401	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	16	23	16	23	4175	29
	2007-2008	14	26	15	28	4244	30
	<b>2008-2009</b>	<b>21</b>	<b>28</b>	<b>21</b>	<b>27</b>	<b>4219</b>	<b>30</b>
	Cum. Total*	51	26	52	26	12638	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	12	17	13	19	2308	16
	2007-2008	10	19	10	19	2346	17
	<b>2008-2009</b>	<b>6</b>	<b>8</b>	<b>7</b>	<b>9</b>	<b>2290</b>	<b>16</b>
	Cum. Total*	28	14	30	15	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	32.7	58.4	32.4	57.9	30.6	54.6
<b>A. Number</b>	<b>18</b>	<b>32</b>	10.9	60.6	10.8	60.0	10.3	57.2
<b>B. Data</b>	<b>12</b>	<b>21</b>	7.3	60.8	7.3	60.8	6.6	55.0
<b>C. Geometry</b>	<b>14</b>	<b>25</b>	7.6	54.3	7.6	54.3	7.3	52.1
<b>D. Algebra</b>	<b>12</b>	<b>21</b>	6.9	57.5	6.8	56.7	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 6  
 SAU: Poland School Department  
 School: Poland Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	76	11	14	38	50	21	28	6	8	646	77	14	49	27	9	645	13978	13	41	30	16	643
<b>Ethnicity</b>																						
African American/Black	2										3						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	0										0						208	18	47	23	12	647
Hispanic	0										0						175	5	31	41	23	638
Caucasian/White	74	11	15	37	50	20	27	6	8	646	74	15	50	27	8	646	13063	13	41	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	0	0	2	18	8	73	1	9	634	12	0	17	67	17	631	2248	3	18	33	46	629
No	65	11	17	36	55	13	20	5	8	648	65	17	55	20	8	648	11730	15	45	30	11	646
<b>Current LEP</b>																						
Yes	0										0						331	3	22	35	40	631
No	76	11	14	38	50	21	28	6	8	646	77	14	49	27	9	645	13647	13	41	30	16	643
<b>Economically disadvantaged</b>																						
Yes	21	2	10	10	48	8	38	1	5	643	21	10	48	38	5	643	5620	6	33	37	25	637
No	55	9	16	28	51	13	24	5	9	647	56	16	50	23	11	646	8358	18	45	26	11	647
<b>Migrant</b>																						
Yes	0										0						4					
No	76	11	14	38	50	21	28	6	8	646	77	14	49	27	9	645	13974	13	41	30	16	643
<b>Gender</b>																						
Female	39	6	15	20	51	10	26	3	8	645	39	15	51	26	8	645	6738	12	40	32	16	642
Male	37	5	14	18	49	11	30	3	8	647	38	13	47	29	11	646	7240	14	41	29	16	644
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	17	2	12	8	47	7	41	0	0	644	17	12	47	41	0	644	1410	3	24	41	32	634
No	59	9	15	30	51	14	24	6	10	646	60	15	50	23	12	646	12568	14	42	29	15	644
<b>Gifted/talented program</b>																						
Yes	8	6	75	2	25	0	0	0	0	666	8	75	25	0	0	666	637	65	32	3	0	665
No	68	5	7	36	53	21	31	6	9	643	69	7	52	30	10	643	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: Poland School Department

School: Poland Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	1	33	1	33	1	33	630	4	0	33	33	33	630	6	7	32	28	32	636
B. less than one hour	51	7	18	18	47	9	24	4	11	645	52	18	46	23	13	644	59	13	41	30	16	643
C. one to two hours	42	4	13	18	58	8	26	1	3	649	41	13	58	26	3	649	32	14	41	31	14	644
D. more than two hours	3	0	0	0	0	2	100	0	0	633	3	0	0	100	0	633	3	11	31	33	26	639
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	23	7	41	6	35	4	24	0	0	655	23	41	35	24	0	655	30	27	45	18	9	651
B. good	52	4	11	26	68	5	13	3	8	647	51	11	68	13	8	647	46	9	45	31	15	643
C. fair	23	0	0	4	24	10	59	3	18	636	23	0	24	59	18	636	20	2	29	43	26	635
D. poor	1	0	0	0	0	1	100	0	0	632	3	0	0	50	50	618	4	1	15	46	38	630
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	43	7	22	17	53	6	19	2	6	651	44	21	52	18	9	649	35	18	42	27	13	646
B. They match some of what I have learned.	50	4	11	19	51	10	27	4	11	643	49	11	51	27	11	643	50	11	43	31	15	643
C. They match just a little of what I have learned.	7	0	0	1	20	4	80	0	0	638	7	0	20	80	0	638	13	8	31	36	26	638
D. There is no match.	0										0						3	5	16	27	51	628
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	22	1	6	10	63	4	25	1	6	648	22	6	63	25	6	648	32	7	40	34	20	640
B. about the same as my regular schoolwork	58	7	17	21	50	10	24	4	10	645	58	16	49	23	12	645	56	13	42	30	15	644
C. easier than my regular schoolwork	21	3	20	5	33	6	40	1	7	645	20	20	33	40	7	645	12	31	36	20	13	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	50	5	14	17	46	13	35	2	5	647	49	14	46	35	5	647	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	50	6	16	20	54	7	19	4	11	645	49	16	54	19	11	645	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	0										1	0	0	0	100	604	4	12	28	32	28	638
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	5	0	0	1	25	1	25	2	50	632	5	0	25	25	50	632	6	8	29	29	34	635
B. 30–45 minutes	15	0	0	6	55	4	36	1	9	641	16	0	50	33	17	638	33	10	37	34	19	641
C. 45–60 minutes	49	9	25	15	42	11	31	1	3	649	48	25	42	31	3	649	45	15	44	29	12	645
D. more than 60 minutes	31	2	9	15	65	4	17	2	9	647	31	9	65	17	9	647	16	15	41	28	16	644
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	1	0	0	0	0	1	100	0	0	628	1	0	0	100	0	628	9	14	35	29	22	641
B. two or three days a week	19	2	14	3	21	6	43	3	21	638	19	14	21	43	21	638	26	15	40	30	16	644
C. two or three times each month	39	6	21	18	62	5	17	0	0	652	39	21	62	17	0	652	31	13	43	30	14	644
D. never or almost never	41	3	10	16	53	8	27	3	10	645	41	10	52	26	13	643	34	11	40	31	18	642
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	11	0	0	3	38	4	50	1	13	636	12	0	33	44	22	632	17	8	35	33	24	639
B. two or three days a week	28	5	24	9	43	6	29	1	5	647	28	24	43	29	5	647	28	13	42	30	15	643
C. two or three times each month	41	6	20	16	53	5	17	3	10	648	40	20	53	17	10	648	31	15	43	30	13	645
D. never or almost never	20	0	0	9	60	5	33	1	7	645	20	0	60	33	7	645	23	14	39	30	17	643
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	100	0	0	1	100	0	0	0	0	646	50	0	100	0	0	646						
C.	0										50	0	0	0	100	604						
D.	0										0											

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